



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



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**TO:** State Board of Education  
**FROM:** Tom Watkins  
**DATE:** August 13, 2003  
**SUBJECT:** STATE BOARD PRESENTATION ON "MI-PLAN"

At the State Board of Education meeting on August 25, a presentation has been scheduled on the new on-line school improvement template – MI-Plan – which has been developed by the Department of Education in collaboration with the Center for Educational Performance and Information (CEPI).

The presentation will be by powerpoint, and will be delivered by the following:

Gayle Green, Assistant Superintendent, Macomb Intermediate School District  
Larry Thomas, Director, Oakland Schools  
Andrew Henry, Director, CEPI

The attached pages are provided as a summary for board members prior to the meeting.

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### ***Michigan Online School Improvement Planning (MI-Plan)***

MI-Plan is a web-based continuous school improvement planning tool that helps school districts and schools ensure that all students are achieving at the highest levels possible. The MI-Plan system effectively brings together critical planning components of people, resources, data and information into a single environment that produces data-derived, research based and goal-oriented decisions for improving student learning. Each stage of the planning process is correlated to a comprehensive school improvement planning guide that assists planning teams in understanding and mastering the school improvement process.

#### ***Features of MI-Plan***

- Provides educators a way to access achievement and demographic data while collecting contextual and perceptual data for their school online.
- Provides easy access to research websites on best practices and provides a way to create an online planning portfolio.
- Contains digital versions of planning facilitation resource materials such as agendas, surveys, forms, and more, along with external resources such as content-specific website links.
- MI-Plan is supported by a team of experienced professional educators who clearly understand the goal setting, planning, assessment, and evaluation needs of schools and districts.

#### ***Advantages of Using MI-Plan***

- Combines the expectations of Revised School Code (Public Act 25), North Central Association's school improvement protocols, Title I requirements as found in "No Child Left Behind", and Education YES into a web-based planning process.
- Helps ensure maximum coordination of efforts and resources.
- Automatically downloads Michigan Educational Assessment System data for an individual school.
- Provides a common process, and help for schools identified for improvement who are required to develop a two-year plan.
- Avoids duplication of effort.
- Establishes an archive to store school improvement plans.
- Includes an easy to use data analysis process which dynamically generates charts and graphs.
- Helps fulfill multiple requirements in one framework/document.
- Increases focus on improving student academic performance.

## MI-PLAN SCENARIO

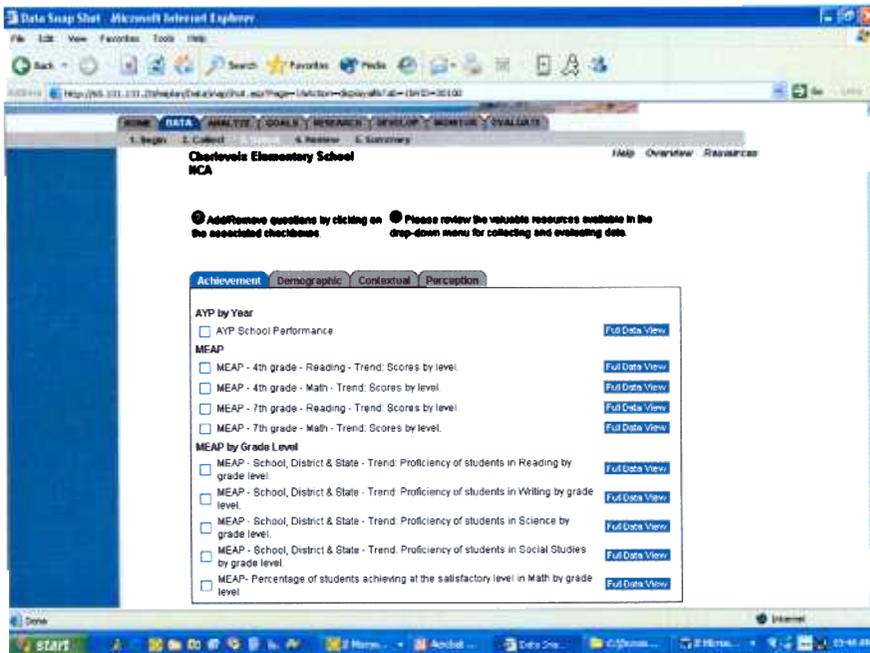
### THE ADMINISTRATOR AND THE SCHOOL IMPROVEMENT TEAM

**IMAGINE:** A team of teachers, school administrators, and district personnel are interested in gathering current data about their school to identify target areas for improvement. This team knows that learning improvement starts with a complete plan for the entire school - that to build this plan requires a great deal of input from a variety of sources and research to support any actions that are taken. The team goes to their computer and begins to gather data to profile their school. They build surveys online and develop a plan for gathering the information.

A few weeks have passed and the data gathering is complete. The team meets again to assess their findings and begin to develop goals. They divide the work among the members and research best practices for addressing each goal. With the research gathered to support their conclusions, they meet again to create an action plan that all members of the school will be involved in executing. They are able to track the progress of each item of the action plan, and share this information online with parents, teachers and the school board. At the end of the process, they are able to assess their plan, their progress, and set new goals for the following year, given their new successes and new areas of need.



**What Goes on Behind the Scenes** School specific data is available through the School Improvement tool for assessments; district specific data is available for school financials; surveys can be built and executed online; other data may be gathered in a school and added via a 'custom data source' entry form. Reports are generated from each of these sources to include non-evaluative narratives.



All data gathered is stored with the school's profile report. Goals are developed using the narratives targeted in each report. Research is available through online sources such as MDE, McRel, USED, and other educational databanks. Research gathered in support of the goals is also stored with the school's developing plan. Activities to support those goals are built based on the research findings. The activities are assigned to team members and their progress is tracked online as team members log on and add their comments and notes and update the status of each item.

At the end of the process, the plan is easily reviewed online, and progress/success is evaluated using rubrics and checklists along the way. Items not satisfactorily completed are moved to the next year's plan. Data gathered in the course of this year's plan is automatically used to propagate next year's data collecting step to show longitudinal change and rates of success/failure.

With a School Improvement Plan in place, the principal is able to focus his staff to implement and carry out the plan. He logs onto the MI-Plan site and is greeted by his personal workspace with information specific to his school, the teachers and classes within his school, and his district.

His workspace is customized through an import of his school's student information system containing courses, teacher information, student information, and more, yielding information specific to him such as a staff directory, master schedule information, attendance, behavior, etc.

The principal chooses assessment information for his school across all subjects and compares it to state or district standardized assessments. The screen refreshes and delivers information for the school that relates aggregated student achievement, demographics and learning environments compared to the state or district standards. Areas of concern and excellence are immediately apparent.

*Assessment information is retrieved from the MI-Plan database, pulling data for the school and the state as a whole. Once obtained, non-evaluative narratives are produced based on the data to describe how the school is doing compared with the state.*

This useful information is only the beginning. The MI-Plan web site now links the principal to local, statewide, and national resources aligned to state standards. He is able to present his staff with data-driven diagnostic information AND resources specific to improving those areas. Over time, he will also view the improvement of his school in ways that allow him to evaluate the effectiveness of particular programs and resources toward the improvement of student learning.

*It is now easy to perform a resource search based on those areas that are in obvious need of attention.*

*The most critical note is that the school improvement process and an assessment of "where my kids are" drives the search for resources to create targeted instruction to those areas where the students really need them.*